CONTENTS

Part I Reading as an Intellectual Activity

1. *Reading for What?*
   RALPH C. PRESTON, University of Pennsylvania 13
2. *Reading Today for Living in the 1980's*
   CHARLES H. BOEHM, Superintendent of Public Instruction, Pennsylvania 20
3. *Creating Books for Children*
   LOIS LENSKI 26
4. *The Year Ahead in IRA*
   NILA BANTON SMITH, President-Elect 30

Part II Sequences

A. Reading in the Elementary Grades

1. *Organizing Instruction to Prevent Reading Disabilities*
   EVE MALMQUIST, Linköping, Sweden 36
2. *New Approaches to Reading for Young Children*
   WARREN G. CUTTS, U. S. Office of Education 39
3. *Readiness for Beginning Reading*
   AGATHA TOWNSEND, Stroud Union School District, Pennsylvania 43
4. *Developing Interest and Taste in Literature in the Elementary Grades*
   HELEN HUUS, University of Pennsylvania 46
5. *Large Group Reading Instruction*
   NINA T. FLIERL, Delmar, New York 50

B. Reading in the Secondary School

1. *Nature and Scope of Developmental Reading in Secondary Schools*
   ROBERT KARLIN, Southern Illinois University 52
2. *Corrective and Remedial Reading Instruction in the Secondary School*
   DONNA M. MILLS, Gary Public Schools, Indiana 56
3. *Developing Vocabulary and Comprehension Skills at the Secondary Level with Particular Attention to Motivational Factors*
   GEORGE B. SCHICK, Purdue University 60
4. *Promoting Independent Reading in the Secondary School*
   M. JERRY WEISS, Jersey City State College 63
5. *Improving Secondary Reading Through the Content Subjects*
   WILLIAM K. DURR, Michigan State University 66

C. Means and Ends in College and Adult Reading

1. *Means and Ends in College-Adult Reading*
   ALBERT J. MAZURKIEWICZ, Lehigh University 69
2. *Basic Needs or Veneer? — The Dilemma Faced by College Reading Programs*
   MARTHA J. MAXWELL, University of Maryland 70
3. *The College-Adult Reading Program as a Research Laboratory*
   EARL F. RANKIN, JR., Texas Christian University 74
4. *Study Reading and Subject Needs*
   KENNETH P. BALDRIDGE, Baldridge Reading Services, New York 78
5. *Flexibility in Reading*
   ARTHUR S. McDONALD, Marquette University 81
6. *Professional Needs of the Reading Teacher*
   LEONARD S. BRAAM, Syracuse University 85

D. Administration and Supervision of the Reading Program

1. *Training Teachers for Today's Reading Program*
   DONALD D. DURRELL, Boston University 87
2. *Administration and Supervision of the Reading Program—An In-Service Training Program for Teachers of Reading*
   GWEN HORSMAN, Detroit Public Schools 90
3. *Common Problems in the Administration and Supervision of Reading Programs*
   J. ROY NEWTON, State University of New York, Albany 93

E. Reading in the Content Areas

1. *Assessing the Reading Needs of Students in the Content Areas*
   EDITH JANES, Gary Public Schools, Indiana 97
2. *Organizational Patterns for Effective Reading Instruction*
   DON H. PARKER, Science Research Associates 100
3. *Critical Reading in the Content Areas*
   WILL J. MASSEY, University of Maryland 104
4. *Developing Reading Competencies Through Social Studies and Literature*
   I. E. AARON, University of Georgia 107
5. *Developing Reading Competencies Through Mathematics and Science*
   HENRY A. BAMMAN, Sacramento State College 110

F. Evaluation in Reading

1. *The What and Why of Levels of Achievement*
   MARJORIE SEDDON JOHNSON, Temple University 113

2. *Tests for Evaluating Achievement Levels in Reading*
JULES C. ABRAMS, Temple University 116

3. *Current Information on Achievement Levels in Reading*
GILBERT SCHIFFMAN, Baltimore County Schools, Maryland 119

G. Research in Reading

1. *What Questions Does Reading Research Ask?*
THEODORE L. HARRIS, University of Wisconsin 123

2. *Improving Designs in Reading Research — An Eclectic Approach*
HARRY C. HENDRICKSON, Baltimore Public Schools, Maryland 127

3. *Cloze as a Measure of Readability*
JOHN BORMUTH, University of California at Los Angeles 131

4. *Effects of Word Form on Retention*
ROBERT BYRNE, University of Massachusetts 134

5. *Reactions of Selected Teachers and Pupils to Three Types of Specialized Reading Equipment*
JOSEPH MILLMAN, New York City Schools 137

H. Clinical Aspects of Reading

1. *Are Emotional Problems a Block to Reading Achievement?*
FLORENCE G. ROSWELL, City College of New York 139

2. *Learning Disabilities in Reading*
N. DALE BRYANT, Albany Study Center for Learning Disabilities 142

3. *Contributions of Reading Clinics to Remedial Reading Instruction*
HELEN K. SMITH, University of Chicago 146

4. *The Future of the Reading Clinics*
ANNE MCKILLOP ROBERTSON, Teachers College, Columbia University 150

5. *Improvements Needed in Reading Clinics*
PAUL C. BERG, University of South Carolina 152

I. Developing Lifetime Reading Habits

1. *As the Bee Goes to the Flower for Its Nectar*
CHARLES G. SPIEGLER, New York City Schools 155

2. *A Different Drummer*
M. AGNELLA GUNN, Boston University 160

3. *The School Library and the Reading Teacher*
WINIFRED LADLEY, *University of Illinois* 163

4. *Bringing Readers and Books Together Successfully Through Story-telling*
RICHARD L. DARLING, U. S. Office of Education 166

5. *Bringing Readers and Books Together Successfully . . . Through Paperback Book Clubs and School Book Stores*
WILLIAM D. BOUTWELL, Scholastic Magazines, Inc. 168

J. The Use of Multimedia in Teaching Reading

1. *The Use of Television in Teaching Reading*
HAROLD M. NASON, Halifax Public Schools, Nova Scotia 173

2. *The Use of Programed Learning in the Teaching of Reading*
EDWARD FRY, Loyola University of Los Angeles 177

3. *Use of Instrumentation in the Teaching of Reading*
EUGENE EHRLICH, Columbia University 180

K. Reading and Linguistics

1. *Concern for Research on Linguistics and Reading*
RUTH G. STRICKLAND, Indiana University 183

2. *English Primers Around the World*
ROBERT L. ALLEN, Teachers College, Columbia University 185

3. *Linguistics and the Teaching of Reading*
CARL A. LEFEVRE, Chicago Teachers College, North 188

L. International Aspects of Reading

1. *Experiments with Pitman's Initial Teaching Alphabet in British Schools*
JOHN A. DOWNING, University of London 191

2. *Convention and Conformity*
SIR JAMES PITMAN, K.B.E. 202

3. *Reading Instruction in Sweden*
EVE MALMQUIST, Linköping, Sweden 204

4. *Reading Instruction in Puerto Rico*
ELSA GELPI, University of Puerto Rico 208

5. *Reading Instruction in Israel*
SAMUEL NAVON, Tel Aviv, Israel 211

6. *A Glance at Developmental Reading Outside the United States*
BERNARD SCHMIDT, Purdue University 215

M. Differing Opinions in Reading

1. *When Should Reading Instruction Begin?*
SUE MOSKOWITZ, New York City Schools 218

2. *At What Age Should Systematic Reading Instruction Begin?*
NANCY MCCORMICK RAMBUSCH, American Montessori Society 222

3. *Phonics Instruction — When? What? For Whom?*
H. ALAN ROBINSON, University of Chicago 224

4. *When Should Phonics Instruction Begin?*
JOSEPH E. BRZEINSKI, Denver Public Schools 228

5. *The Future of Individualized Reading Instruction: Bright and Promising*
IRENE W. VITE, Brooklyn College 232

6. *Research Reveals Questions Educators Raise About Individualized Reading*
ELAINE P. WONSAVAGE, MY WEEKLY READER 235

7. *Parable for Passengers on Professional Bandwagons*
HARRY W. SARTAIN, University of Pittsburgh 238

8. *Reading Comprehension and Reading Speed: A Discussion of Research*
R. BUCHANAN ADAMS, National Reading Research Foundation 241

Part III Grant-Sponsored Studies

1. *Reading Instruction in the Public Schools of the U. S. A.*
MARY C. AUSTIN, Director, Harvard-Carnegie Reading Study 244

2. *Reading Research and Its Communication: The Columbia-Carnegie Project*
ALLEN H. BARTON, Director, Columbia-Carnegie Study 246

3. *Different Approaches to Beginning Reading*
JEANNE CHALL, Director, City College of the University of New York-Carnegie Study 250

4. *University of Pittsburgh-Buhl Foundation Project: Teaching French in the Elementary School*
J. ALLEN FIGUREL, University of Pittsburgh 255

Part IV Cooperative Meetings

A. National Council of Teachers of English

1. *Project English Attacks Curriculum Problems*
J. N. HOOK, Director of Project English 261

2. *The Role of the Scholar in Changing the English Curriculum*
LENNOX GREY, Teachers College, Columbia University 263

B. National Conference on Research in English

1. *Creative Writing Is Related to Reading*
ALVINA TREUT BURROWS, New York University 270

2. *Creative Writing and Power in Reading*
JACK A. HOLMES, University of California, Berkeley 272

C. American Educational Research Association

The Future of Reading Research
HELEN M. ROBINSON, University of Chicago 278